Personal, Social, Health and Economic Education Policy,
including Relationships and Sex Education

Victoria Junior School

Reviewed: Spring/Summer 2011

Reviewed and amended: 2013

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Proud To Be Me, Proud To Belong

Contents

Aims

Personal, Social, Health and Economic education at Victoria Junior School has been designed to develop the knowledge, skills and attributes our pupils need to manage their lives, now and in the future.

This reflects our vision for all of our pupils to 'live fulfilled, curious and compassionate lives, and feel prepared to be successful in whichever paths they choose to take in life'.

By the time our pupils leave Victoria Junior School, we want to them to have experienced a wide, rich set of learning opportunities from three main themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

These themes have been chosen and adapted to directly meet their needs, whilst being an anchor to the tailored Relationships and Sex Education curriculum we deliver.

Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach:

- Relationships Education
- Health Education

This is in line with the terms set out in the Government's guidance **Relationships and Sex Education (RSE) and Health Education**, as well as following legislation under the **Children and Social Work Act 2017**.

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

https://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted

The school also makes reference to key government documents and bodies, such as **SEND 0-25: Code of Practice**, **Mental Health and Behaviour in Schools**, **Keeping Children Safe in Education 2021**, **The Anti-Bullying Alliance** and the **Prevent Strategy.**

The school also has chosen to follow **The PSHE Association**'s guidance and recommended resources, the only national body for Personal, Social, Health and Economic education.

There are also many different legal provisions to protect children and adults, which ensure that all take responsibility for their actions.

What we teach - PSHE

Below is the **PSHE Programme of Study** that is delivered over the course of one year. In addition to the three core themes, there are two **Transition** topics that start and end each year:

- School Readiness
- Getting Ready for Next Year / Getting Ready for Secondary School

Please see our Transition Policy for further details.

Core Theme 1: Health and Wellbeing

	Physical health and mental wellbeing	Growing and changing	Keeping safe
Year 3	Healthy choices and habits What affects feelings Expressing feelings	Personal strengths and achievements Managing and reframing setbacks	Risks and hazards Safety in the local environment and unfamiliar places
Year 4	Maintaining a balanced lifestyle Oral hygiene and dental care	Physical and emotional changes in puberty External body parts Personal hygiene routines Support with puberty	Medicines and household products Drugs common to everyday life
Year 5	Healthy sleep habits Sun safety Medicines, vaccinations, immunisations and allergies	Personal identity Recognising individuality and different qualities Mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid
Year 6	What affects mental health and ways to take care of it Managing change, loss and bereavement Managing time online	Human reproduction and birth Increasing independence Managing transition	Keeping personal information safe Regulations and choice Drug use and the law Drug use and the media

Core Theme 2: Relationships

	Families and friendships	Safe relationships	Respecting ourselves and others
Year 3	What makes a family Features of family life	Personal boundaries Safely responding to others	Recognising respectful behaviour The importance of self-

		The impact of hurtful behaviour	respect Courtesy and being polite
Year 4	Positive friendships, including online	Responding to hurtful behaviour Managing confidentiality Recognising risks online	Respecting differences and similarities Discussing difference sensitively
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people Recognising prejudice and discrimination
Year 6	Attraction to others Romantic relationships Civil partnership and marriage	Recognising and managing pressure Consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues

Core Theme 3: Living in the Wider World

	Media literacy and digital resilience	**Belonging to a community**	**Money and work**
Year 3	How the internet is used Assessing information online	The value of rules and laws Rights, freedoms and responsibilities	Different jobs and skills Job stereotypes Setting personal goals
Year 4	How data is shared and used	What makes a community Shared responsibilities	Making decisions about money Using and keeping money safe
Year 5	How information online is targeted Different media types, their role and impact	Protecting the environment Compassion towards others	Identifying job interests and aspirations What influences career choices Workplace stereotypes
Year 6	Evaluating media sources Sharing things online	Valuing diversity Challenging discrimination and stereotypes	Influences and attitudes to money Money and financial risks

What we teach - RSE

This curriculum teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It also includes the changes in puberty as part of child development, including menstruation.

Each of the following topics and outcomes are taught across the key stage, mapped within the three PSHE core themes of Health and Wellbeing, Relationships and Living in the Wider World:

Families and people who care for me	• that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness.

	- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - what a stereotype is, and how stereotypes can be unfair, negative or destructive. - the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	- that people sometimes behave differently online, including by pretending to be someone they are not. - that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. - how information and data is shared and used online.
Being safe	- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - how to recognise and report feelings of being unsafe or feeling bad about any adult. - how to ask for advice or help for themselves or others, and to keep trying until they are heard. - how to report concerns or abuse, and the vocabulary and confidence needed to do so. - where to get advice, eg. family, school and/or other sources.
Mental wellbeing	- that mental wellbeing is a normal part of daily life, in the same way as physical health. - that there is a normal range of emotions (eg. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - how to recognise and talk about their emotions, including having a varied

	vocabulary of words to use when talking about their own and others' feelings.
	• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
	• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
	• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
	• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
	• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
	• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
	• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits.
	• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
	• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
	• why social media, some computer games and online gaming, for example, are age restricted.
	• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
	• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
	• where and how to report concerns and get support with issues online.
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle.
	• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
	• the risks associated with an inactive lifestyle (including obesity).
	• how and when to seek support including which adults to speak to in school if they are worried about their health.

Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content).
	• the principles of planning and preparing a range of healthy meals.
	• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg. the impact of alcohol on diet or health).
Health and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
	• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
	• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
	• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
	• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
	• the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	• how to make a clear and efficient call to emergency services if necessary.
	• concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
	• about menstrual wellbeing including the key facts about the menstrual cycle.

How we teach them

At Victoria Junior School, PSHE (with RSE) takes place once a week on a Wednesday afternoon. It shapes part of our Enrichment Curriculum, where all pupils are given opportunities to explore our core values of fulfilment, curiosity, compassion, kindness, honesty and problem-solving. These sessions are delivered by class teachers.

Opportunities to develop PSHE skills are also given within our wider school offer, such as within assemblies, whole school events, school trips and visitors, and will often be led by the wider school community. Information is also given via the school website and newsletters.

We will also often work with external agencies to enhance the delivery of the topics, bringing specialist knowledge, and different ways of engaging pupils.

For all of our pupils to have safe and effective sessions, class teachers and other adults in the school are required to ensure the following:

- **Create safe learning environments**

  - By applying appropriate ground rules in order to help pupils express opinions and consider those of others safely

  - Use distancing techniques effectively to teach about personal issues without drawing on the pupil's own personal experiences

  - Encouraging questions from pupils, including anonymously to prevent them leaving the lesson with uncertainty, or needing to find answers beyond the lesson from potentially biased, unsafe or inaccurate sources

  - Protecting pupils with vulnerabilities by identifying them beforehand and adapt the lesson accordingly

- **Start from where their pupils are**

  - Including baseline assessments to help recognise what pupils already know, think, believe or can do in relation to a topic, and then amend teaching to quickly confirm accurate knowledge, address misconceptions and fill in any gaps in knowledge

- **Balance knowledge with understanding, skills and attributes**

  - Opportunities are given to explore, learn about, rehearse and reinforce relevant skills and develop positive attributes in preparation to manage situations in the real world

  - Class teachers draw on a range of resources within their teaching to support delivery. These resources have been assessed to ensure that it is age-appropriate for the age and maturity of pupils, and sensitive to their needs.

- **Make the learning as interactive as possible**

  - A range different, interactive, engaging of teaching approaches and activities are used to engage all pupils, including a mixture of group, pair and individual activities

  - Ensuring differentiation to enable all to access learning that is appropriate, relevant and meaningful for them. Lessons are adapted according to different pupils' needs to ensure all pupils participate and are able to make progress from their starting point. Learning outcomes, activities and resources are all differentiated to provide additional support or challenge for those who need it

  - Pupils with SEND or have an Education, Health, Care Plan have content tailored to meet their specific needs at different developmental stages. Lesson outcomes link to preparing for adulthood outcomes.

- **Take a positive approach that does not attempt to induce shock, shame or fear**

  - Avoiding attempts to induce shock, fear, or shame, as it is not an effective method in promoting behaviour change and can have unintended consequences, including inducing an excited response that promotes risky behaviour, 'message blocking' where pupils tend to believe that "it will never happen to me", or re-traumatising a pupil who has prior experience

  - Promoting positive messages focusing on what pupils can do to keep healthy and safe, balanced with practical suggestions of ways

  - Ensuring learning reflects what is agreed in this policy, and other relevant policies such as the school's Inclusion and Transition policies

- **Provide realistic, relevant information that reinforces positive social norms**
  - Ensuring learning is age and stage appropriate
  - Providing opportunities to reflect on the relevance of the learning by being able to see the relevance to their own lives. This is most effective towards the end of a session once pupils have approached the learning from a distance perspective first. These personal reflections should not be shared with the rest of the class or teachers
  - Reflecting the diverse society pupils are growing up in, by ensuring characters, scenarios and examples used in activities reflect the lives of all pupils in modern Britain
  - Challenging stereotypes and / or assumptions in order to clarify their beliefs, values and understanding formed through their friendship groups, families, the media and online
  - Providing pupils with accurate, nonbiased and balanced information that is well-evidenced, up to date and accurate

- **Not providing a 'how to' guide, role model, or inspiration when teaching about dangerous behaviours**
  - Avoiding unnecessary detail in resources, or unwittingly appealing descriptions of harmful experiences, so that it does not lead to encouraging risky behaviours, prolonging harm and/or delaying access to help for pupils.

- **Always signpost sources of support**
  - Signposting pupils to appropriate support during the interactive aspects of the sessions, so that if pupils have further questions, concerns or anxieties, or want to make a disclosure, they have the confidence to do so with the right support.

- **Evaluate PSHE education**
  - Examining the experience so that education can be started from where the pupils are and tailored for their needs, and that future planning of topics are informed. This is done through pupil and teacher surveys, pupil voice, focus groups and school council. Class teachers will also use observations during sessions to understand pupils' needs.

- **Build in assessment**
  - Providing clear learning objectives supports differentiation and informs lesson content. Precise outcomes make it clear of what is expected and assist class teachers in accurate assessment of their pupils' learning. Both of these are created before designing the activities for each session.
  - Providing opportunities to check understanding and progress throughout the session are used so that teaching can be adapted accordingly. This is done either through questioning, or mini-plenaries.
  - Including an opportunity for summative assessment to help class teachers identify the progress that has been made, and to clarify what still needs to be taught in the future. All activities are designed to demonstrate individual pupils' progress from their baseline assessment.
  - Monitoring this progress is then shared with parents and carers through Parents' Consultations and the end of year report.

The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- providing an evolving, relevant and practical curriculum that challenges all and meets the needs and aspirations of our pupils
- creating an inquisitive environment that allows pupils to explore, question and challenge their views of the world
- building positive relationships with pupils and their families so that they feel confident, safe and encouraged to grow as human beings

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Parents and Carers

Parents and carers are the first teachers of their children, and have opportunities to communicate with the school in order to understand the purpose and content of the curriculum. This can then support them in managing conversations on topics at home.

Parents and carers have the right to request to withdraw their children from the Sex Education part of the curriculum. Before granting any request, the headteacher discusses this with them, and with the child if appropriate, to clarify the nature of the withdrawal.

Much of the Relationships, Sex and Health curriculum compliments other National Curriculum subjects, such as Science, Physical Education and Computing. In these topics, there is no right for withdrawal.

Monitoring Arrangements

The delivery of PSHE and RSE is monitored by the Senior Leadership team through learning walks, planning scrutinies, book scrutinies and pupil surveys.

This policy will be reviewed by Jo Lewis, the school's Inclusion lead, annually. At every review, the policy will be approved by the governing body and the headteacher. The policy is made available to all on the school website, and is free of charge if requested for a paper copy through the office.

Consultations

Victoria Junior School uses consultations to support managing the topics, delivery and starting points for PSHE sessions.
These consultations include:
- Class teachers and staff, pupils, parents and carers
- School systems, such as CPOMS
- National data from Public Health England, and local data from Hounslow

This policy links to the following policies and procedures:

- Assessment policy
- Behaviour policy
- British Values statement
- Equalities Duty policy
- E-safety policy
- Safeguarding and Child Protection policy
- SEND policy

Jo Lewis
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